10-2-2020

Information Literacy Reimagined. Deep Learning Practice

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Oct 2nd, 3:00 PM - 4:00 PM

Promoting Social Justice through Teacher Education and Curriculum Development and Implementation

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Promoting Social Justice through Teacher Education and Curriculum Development and Implementation

GEORGIA SOUTHERN UNIVERSITY

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October 2, 2020

UNESCO Sustainable Development Goals

❖ The Goal 4 of UNESCO and Sustainable Development Goals highlights the need for inclusive educational practices in order to dismantle the present exclusionary practices in education.

❖ The UNESCO and Sustainable Development Goals are designed to ensure that by 2030, benchmarks are met requiring all children with diverse socio-economic, race and gender backgrounds receive an equitable and quality education.

❖ To meet the needs for inclusive educational practices two areas in education are under consideration: teacher training and curriculum development and implementation.

❖ This presentation will highlight the work by two professors working with their students to promote an inclusive social justice education and curricula framework.

Empowering Pre-service & In-serve Teachers

The presenters will share their experience of empowering their pre-service and in-serve teachers to develop their abilities to conceptualize the principles of culturally relevant, responsive, sustaining curriculum and pedagogy and critically evaluate, develop, and implement such principles in teaching, learning, assessment and evaluation practices in schools.

Empowering Pre-service and In-serve Teachers

The presenters encourage their pre-service and in-service teachers:

❖ To develop a plan of culturally relevant/responsive/sustaining curriculum and pedagogy (Au, 1981; Au & Kawakami, 1994; Gay, 2000/2018; Ladson-Billings, 1994/2009; Paris & Alim, 2017) that enables them to better understand teaching contexts embodied in race, gender, class, language, culture, ethnicity, identity, sexual orientation, and ability, and the potential impact of these characteristics on students' educational experiences, learning, and academic success;

❖ To identify evidenced-based models of culturally relevant teaching, learning and assessment practices based on students' developmental needs, cultural backgrounds, and language skills;

❖ To investigate cultural trends and advancements in technologies that impact the learning of students;

❖ To recognize how personal knowledge of implicit and explicit bias can be used to create inclusive and equitable educational opportunities;

Empowering Pre-service and In-serve Teachers

The presenters encourage their pre-service and in-service teachers:

❖ To acknowledge the cultural capital of students and validate them as assets/funds of knowledge (González, Moll, & Amanti, 2005) to inform instructional practices and dispositions;

❖ To articulate the values and ethics that support a commitment to empower culturally and linguistically diverse students within formal and informal educational contexts;

❖ To utilize a range of culturally and linguistically responsive/relevant/sustaining curricular knowledge, pedagogical strategies, funds of knowledge, and community resources to envision curricular and pedagogical innovations as ways to cultivate culturally and linguistically inspirational learning environments and create equal opportunities to empower racially, culturally, socioeconomically, and linguistically diverse students to reach their highest potential (Siddle-Walker, 1996).

Unsung Heroes of STEM, a Global Curriculum
Dr. Beverly A. King Miller

GEORGIA SOUTHERN UNIVERSITY

The purpose of this book project is to highlight the narratives of those of African and Latin descendants who were trailblazers in STEM and first in their careers.

Importance of This Project

❖ **In 2014 the United Nations' resolution focused attention on the issues of those of African descent in the Diaspora calling for 2015- 2024 to be the International Decade for People of African Decent (United Nations General Assembly, 2014) - the need for inclusion begins with narratives of contributions that have been omitted.**

❖ **Social Justice Curriculum of inclusion: Role Models that look like the learners (Ladson Billings, 1995; Sleeter,2005)**

❖ **Wood et al. (2020) looked at 7 common biology texts used across the United States and found that the vast majority of STEM role models included were men such as Darwin, Newton and Mendel. Only 13% were women and 6.7% Black males, and no Black women were included.**

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Importance of Culturally Relevant Curriculum (Amber Whitfield)

❖ **Personal Narrative**

❖ **Including all students in the curriculum.**

❖ **When students see themselves in the curriculum there is increased interest in the curriculum and they are able to make stronger connections to the material being learned (Kinskey, 2020; Sleeter, 2005).**

Culturally Responsive/Relevant/Sustaining Curriculum & Pedagogy (Ru Li & Ming Fang He)

With the intent to develop a critical understanding of the diversity of roles of professionals in education and to develop skills and competencies in the research and design of grant and presentation proposals, as well as in the reflective analysis of teaching and professional growth, this course is designed to explore the dimensions of inquiry as it supports, enhances, and strengthens the development of educational practice in a variety of settings. Specifically, this course provides a framework that empowers candidates to demonstrate their abilities to conceptualize the principles of culturally relevant/responsive/sustaining curriculum and pedagogy and critically evaluate, develop, and implement such principles in teaching, learning, assessment and evaluation practices in schools.

Culturally Responsive/Relevant/Sustaining Curriculum & Pedagogy (Ru Li & Ming Fang He)

The doctoral candidates will develop a plan of culturally relevant/responsive/sustaining curriculum and pedagogy that helps better understand teaching contexts embodied in race, gender, class, language, culture, ethnicity, identity, sexual orientation, and ability, and the potential impact of these characteristics on students' educational experiences, learning, and academic success. Candidates will utilize a range of culturally and linguistically relevant curricular knowledge, pedagogical strategies, funds of knowledge, and community resources to envision curricular and pedagogical innovations as ways to create equal opportunities to empower racially, culturally, socioeconomically, and linguistically diverse students to reach their highest potential (Siddle-Walker, 1996).

SLOS--Culturally Responsive/Relevant/Sustaining Curriculum & Pedagogy (Ru Li & Ming Fang He)

Upon course completion, candidates will successfully engage in the development of culturally and linguistically responsive/relevant/sustaining curriculum and pedagogy in schools, as evidenced through their abilities:

❖ To critically evaluate the principles of culturally relevant/responsive/sustaining curriculum and pedagogy, and implement such principles in teaching, learning, assessment and evaluation practices in schools;

❖ To understand teaching contexts embodied in race, gender, class, language, culture, ethnicity, identity, sexual orientation, and ability, and take into consideration the potential impact of these characteristics on students' educational experiences, learning, and academic success in their teaching, assessment, and evaluation practices;

❖ To identify evidenced-based models of culturally relevant teaching, learning and assessment practices and engage in such practices based on students' developmental needs, cultural backgrounds, and language skills;

SLOS--Culturally Responsive/Relevant/Sustaining Curriculum & Pedagogy (Ru Li & Ming Fang He)

❖ To investigate cultural trends and advancements in technologies and implement such technologies in their teaching that maximize the learning of their students;

❖ To recognize implicit and explicit bias and purposefully overcome such bias to create inclusive and equitable educational opportunities for all students;

❖ To validate the cultural capital of students as assets/funds of knowledge to inform their instructional practices and dispositions;

❖ To make a commitment to the empowerment of culturally and linguistically diverse students within formal and informal educational contexts;

❖ To develop culturally and linguistically responsive/relevant/sustaining curricular knowledge and pedagogical strategies, and value funds of knowledge and community resources to envision curricular and pedagogical innovations as ways to cultivate culturally and linguistically inspirational learning environments and create equal opportunities to empower racially, culturally, socioeconomically, and linguistically diverse students to reach their highest potential (Siddle-Walker, 1996).

Course Objectives--Culturally Responsive/Relevant/Sustaining Curriculum & Pedagogy (Ru Li & Ming Fang He)

The major objective of this course is to provide a framework that empowers class participants to demonstrate their abilities to conceptualize the principles of culturally relevant/responsive/sustaining curriculum and pedagogy and critically evaluate, develop, and implement such principles in teaching, learning, assessment and evaluation practices in schools.

Specifically, class participants will be able:

❖ To develop a plan of culturally relevant/responsive/sustaining curriculum and pedagogy that enables them to better understand teaching contexts embodied in race, gender, class, language, culture, ethnicity, identity, sexual orientation, and ability, and the potential impact of these characteristics on students' educational experiences, learning, and academic success;
❖ To identify evidenced-based models of culturally relevant teaching, learning and assessment practices based on students' developmental needs, cultural backgrounds, and language skills;
❖ To investigate cultural trends and advancements in technologies that impact the learning of students;

Course Objectives--Culturally Responsive/Relevant/Sustaining Curriculum & Pedagogy (Ru Li & Ming Fang He)

❖ To recognize how personal knowledge of implicit and explicit bias can be used to create inclusive and equitable educational opportunities;

❖ To acknowledge the cultural capital of students and validate them as assets/funds of knowledge to inform instructional practices and dispositions;

❖ To articulate the values and ethics that support a commitment to empower culturally and linguistically diverse students within formal and informal educational contexts;

❖ To utilize a range of culturally and linguistically responsive/relevant/sustaining curricular knowledge, pedagogical strategies, funds of knowledge, and community resources to envision curricular and pedagogical innovations as ways to cultivate culturally and linguistically inspirational learning environments and create equal opportunities to empower racially, culturally, socioeconomically, and linguistically diverse students to reach their highest potential (Siddle-Walker, 1996).

Major Course Requirements--Culturally Responsive/Relevant/Sustaining Curriculum & Pedagogy (Ru Li & Ming Fang He)

Class participants compose four short position papers (3-8 pages per paper; double space) to illuminate their understanding toward the principles of culturally relevant/responsive/sustaining curriculum and pedagogy as well as issues associated with culturally relevant/responsive/sustaining curriculum and pedagogy in schools, communities, and neighborhoods.

Position Paper 1--Explorations on Diverse Teaching Contexts

First of all, we begin with diverse teaching contexts that include the social, political, physical, institutional, and personal factors that influence processes of teaching and learning in schools. We use Schwab's (1973) Curriculum Commonplaces that are presented as an organizing set of ideas through which teachers can gain a deeper understanding of the factors that comprise diverse teaching contexts. Curriculum scholar Joseph Schwab identified four curriculum commonplaces: subject matter, learners, milieu, and teachers (Schwab, 1973) (i.e., Subject Matter – understanding of curriculum materials, content disciplines, and the ways of understanding the world encouraged by the disciplines; Learners – familiarity with students unique qualities and developmental needs; Milieu – the school environment and culture; all social and cultural factors that influence classrooms and schools; Teachers – the personalities, biases, political orientations, approaches to teaching, and knowledge of subject matter). Each of these four curriculum commonplaces can be understood as an aspect of the teaching context. Schwab argued that knowledge of these commonplaces was needed for effective curriculum development (Schwab, 1973). Knowledge of the four curriculum commonplaces helps class participants to better understand diverse teaching contexts and use that knowledge to develop culturally relevant/responsive/sustaining curriculum and pedagogy.

Position Paper 2---Why Do We Need to Develop Culturally Relevant/Responsive/Sustaining Curriculum & Pedagogy

Secondly, we explore why we need to develop culturally relevant/responsive/sustaining curriculum and pedagogy. Cultures shape one's attitudes, values, beliefs, and behaviors. Teachers and students bring cultural experiences and *funds of knowledge* (González, Moll, & Amanti, 2005) into their everyday processes of teaching and learning (Gay, 2000). Culturally relevant/responsive/sustaining instructions are methods of teaching that acknowledge the roles of cultures, languages, racial and ethnic identities, and other differences that influence processes of teaching and learning in urban classrooms. Culturally relevant/responsive/sustaining teaching is a way of teaching that acknowledges the importance of incorporating students' cultural references into all aspects of learning to improve academic achievement (Gay, 2000). It enables culturally and linguistically diverse students to experience curricula through culturally responsive and challenging instructional practices that best meet their learning needs.

Position Paper 3--What is Culturally Relevant/Responsive/Sustaining Curriculum & Pedagogy?

Thirdly, we explore what is culturally relevant/responsive/sustaining curriculum and pedagogy and why we need it. Culturally relevant/responsive/sustaining curriculum and pedagogy "positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits. Culturally responsive/relevant/sustaining curriculum and pedagogy] exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling" (Alim & Paris, 2018, p. 1). Culturally responsive/relevant/sustaining curriculum and pedagogy differ from deficit-model approaches to teaching and learning in schools that sustain the languages, literacies, and cultural practices of students and communities which draw upon such lasting educational frameworks as culturally relevant pedagogy (Ladson-Billings, 1994/2009, 1995, 2014), funds of knowledge (Moll, 1992; Moll & Gonzalez, 1994; also González, Moll, & Amanti, 2005), cultural modeling (Lee, 1996/2009), and third space (Gutiérrez, 2008; Gutiérrez, Baquedano-Lopez, & Tejeda, 1999). Culturally responsive/relevant/sustaining curriculum and pedagogy encourage teachers in schools to work with other teachers, administrators, parents, students, community workers, policy makers, and other educational workers to engage in critical reflections and dialogues; exemplify democracy for the common good; resist oppression, suppression, and repression; decolonize space and place; teach and learn toward freedom; "hope radically, imagine creatively, and act inspirationally" (Ball, O'Connor, & Wilson, 2017, p.2); transgress epistemological, socio-political, cultural, and linguistic borders to become the light in troubling times; and invent a landscape of education for cultural and linguistic diversity where creative and worthwhile culturally sustaining learning and teaching make the impossible possible in the increasingly multicultural, multiethnic, multilingual, and multiracial world.

Position Paper 4---Exploring Diagnostic, Formative, and Summative Assessment Strategies & Instruments

Finally, we explore a variety of diagnostic, formative, and summative assessment strategies and instruments that are socially, culturally, and linguistically valid and appropriate for the student populations. We study diverse strategies to use assessment data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students, parents, and principals. Culturally relevant/responsive/sustaining assessment and evaluation focus on the products and learning environment associated with culturally relevant/responsive/sustaining instructions by designing assessments and evaluations based on diverse learning styles, profiles, and preferences and involving students in the identification and selection of assessment and evaluation options. Culturally relevant/responsive/sustaining assessment and evaluation of student learning should be ongoing and conducted before, during, and after learning in formal and informal ways. Successful culturally relevant/responsive/sustaining assessment and evaluation can guide curriculum and pedagogical development and provide the data that documents student needs and growth.

Field Component

Participants are required:

❖ To reflect upon their own classroom practice;
❖ To explore existing lesson plans and modify them by applying current research on culturally relevant/responsive/sustaining curriculum and pedagogy;
❖ To develop a plan of culturally relevant/responsive/sustaining curriculum and pedagogy with the intent to practice culturally relevant/responsive/sustaining curriculum and pedagogy strategies covered in the course and to receive constructive feedback on teaching, learning, assessment and evaluation practices in schools;
❖ To create professional goals and plans based on current research on culturally relevant/responsive/sustaining curriculum and pedagogy.

Field Component

Specifically, class participants are encouraged:

❖ To develop and present a unit plan or a curriculum design for culturally relevant/responsive/sustaining instruction that reflects their understanding of diverse teaching contexts embodied in race, gender, class, language, culture, ethnicity, identity, sexual orientation, and ability, and the potential impact of these characteristics on their students' educational experiences, learning, and academic success;

❖ To identify the principles of culturally relevant/responsive/sustaining curriculum and pedagogy that support the unit plan, communicate an awareness of the unequal relations of power the unit plan or curriclum design seeks to disrupt, and articulate ways in which the lesson plan demonstrates a commitment to empower diverse learners in urban classrooms;

❖ To identify evidenced-based models of culturally relevant teaching, learning and assessment practices based on students' developmental needs, cultural backgrounds, and language skills, and create culturally relevant/responsive/sustaining activities that enable a culturally relevant/responsive/sustainable classroom environment;

❖ To investigate cultural trends and advancements in technologies and use the technologies to enhance the creative and active learning of students.

❖ To acknowledge the cultural capital of students and validate them as assets/funds of knowledge to modify your lesson plans to empower culturally and linguistically diverse students within formal and informal educational contexts;

❖ To utilize a range of culturally and linguistically responsive/relevant/sustaining curricular knowledge, pedagogical strategies, funds of knowledge, and community resources to envision curricular and pedagogical innovations as ways to create equal opportunities to empower racially, culturally, socioeconomically, and linguistically diverse students to reach their highest potential.

Other Works for Social Justice

He, M. F. (2019). Culturally sustaining pedagogies in hard times. *Multicultural Perspectives, 21*(1), 63-74, DOI: 10.1080/15210960.2019.1574183

He, M. F., Ross, S. & Seay, K. (2015). Methodological dilemmas in social justice research in the US South. *International Journal of Curriculum and Social Justice, 1*(1), 70-106

He, M. F., Haynes, A., Janis, S. E., Ward, C., Pantin, M. M., & Mikell, C. (2013). Teaching courageously in-between contested race, gender, class, and power in the U. S. South. In

W. M. Reynolds (Ed.), *A curriculum of place: Understandings emerging through the Southern mist* (pp. 109-141). New York: Peter Lang.

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Questions?

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